

**Testimony, Board of Education Action Meeting, 8/20/20**  
**Dr. Cheri Micheau**

There is no question that the SDP must economize during this very difficult time in our society. The District will need to pay for accommodations to schools during the pandemic that will most likely include hiring additional teaching and other school staff, purchasing cleaning supplies and PPE, planning and delivering teacher development on using virtual platforms, and purchasing online resources, along with additional Chromebook and internet connections, to name only a few. I would think, as a taxpayer in Philadelphia, that all unnecessary expenses would be postponed until a more stable health and economic situation can be assured. On the other hand, implementing anti-racist curriculum seems quite urgent, even during this challenging time. Can this be done, however, without wasting resources on outside consultants?

The proposed \$700,000 (or \$550,000) contract with KJR Consulting for professional development for 440 staff seems to be a perfect example of an unnecessary and wasteful expenditure. That the administration needs outside help (for \$350,000) in increasing productivity and performing its basic functions—management, supervision, organization, customer service essentials, and navigating new technology—may speak to the hiring process and to the quality of employees who have been hired and placed in various offices at 440. Are qualified applicants being identified, and what qualifications are being prioritized? Are actual experience, expertise, and academic certification in the specific area of interest considered when employees are selected, or does nepotism play the major role in hiring, as has been the tradition in the SDP? Are employees being randomly assigned to offices without the essential training and skills as a kind of “nomad administrator,” a staffing tradition that many of us have bemoaned? In any case, since continuing staff members have participated in these KJR trainings in the last two years, why would it not be possible for those who have completed the training to develop in-house-developed training sessions modeled after the KJR

sessions but accommodated to the SDP's specific needs and to the backgrounds of new hires?

A similar question could be asked about the “change management” (\$200,000) portion of the proposed contract. Why does an outside organization need to hold the hands of these highly paid administrators as they implement changes due to Covid-19, revise curriculum and implement goals? It seems that if anyone would need coaching, it would be the people on the ground—teachers and principals—who are actually implementing these changes. But not this year, when money is very tight! These practitioners are coping without coaching, collaborating with their colleagues to implement solid education for all Philadelphia students. That's what senior staff needs to do, too: Collaborate, share expertise, and work efficiently. If senior staff need coaching, they may be in the wrong job!

Part of this contract (\$150,000???=unspecified) is to be devoted to antiracist training for senior staff, and there is no question that this is a lofty goal—and a necessary one—for the SDP. However, there are many groups working within the SDP to develop antiracist curriculum, resources and staff training—and these efforts have been ongoing for years—, and it is unclear why these professional groups have not been considered as partners in developing in-house training for ALL staff and faculty. Why would an outside group with no experience in Philadelphia be the appropriate resource for this important training, and why wouldn't senior staff, administrators, teachers and other school staff collaborate in this urgent effort?

In sum, this is a frivolous use of very limited funds during these difficult days. The Board must reject this wasteful proposal. Please remember your fiscal responsibility, and vote this down.

Testimony for Aug 20 meeting

**From :** Alexandra Volin Avelin

Fri, Aug 14, 2020 01:59 PM

**Subject :** Testimony for Aug 20 meeting

**To :** schoolboard@philasd.org

**WARNING:** This message originated from outside the School District of Philadelphia.  
**DO NOT CLICK** links or open attachments unless you recognize the sender and are expecting the email.

Esteemed members of the Board of Education,

I'm writing with two messages for you this week:

- 1. Please vote NO on paying \$700,00 to KJR. Instead, hire experienced Philadelphia activists to support our district's antiracism work!**
- \* KJR Consulting lacks significant experience in antiracism training.
  - \* Many Philadelphia organizations have this experience, as well as essential local knowledge, experience, and relationships that will make them more effective.
  - \* [Here](#) is a list of local antiracist organizations to get you started!
  - \* More experienced trainers + investing in local economy + building school-community relationships = a big win!!
- 2. Introduce a #PoliceFreeSchools resolution and redistribute the school police budget to counselors, nurses, and unarmed school climate supports.**
- \* Schools are safer when students in crisis have more support -- not when police are present to escalate problems.
  - \* Staff and community members trained in de-escalation, trauma-sensitive methods, and restorative justice can help our students heal and learn without creating animosity and fear.

You have the opportunity to make real change. Seize it!

thank you,  
Alexandra Avelin  
Masterman teacher, SLA parent

\* \* \* \* \*  
lin

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good afternoon

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**From :** Amy Henderson [REDACTED]  
**Subject :** good afternoon  
**To :** schoolboard@philasd.org, [REDACTED]@philasd.org

Thu, Aug 13, 2020 01:47 PM

**WARNING:** This message originated from outside the School District of Philadelphia.  
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Hello,

I am writing to you as a parent of children in the district. I'm asking you to vote no on action item one. We need antiracist teachers that know the city. We can do a lot better than a company with a primarily white executive team. We deserve folks who are actually skilled in anti racism training, not just "diversity and inclusion", which I'm sure you know is proven to be ineffective.

Perhaps we could use a few of our own counselors and teachers? By keeping it local, we can save money, improve the quality of our training, and provide a real anti racism experience. Instead of just giving lip service to the movement, let's be creative and make real change. Thank you for your time and attention.

All my best,  
Amy Henderson

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Amy Henderson  
[REDACTED]

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## Blossom Kaleo Testimony

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**From :** Rosemary Kaleo [REDACTED]  
**Subject :** Blossom Kaleo Testimony  
**To :** schoolboard@philasd.org

Tue, Aug 18, 2020 04:31 PM

**WARNING:** This message originated from outside the School District of Philadelphia.  
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## Greetings to the Philadelphia School Board

Thank you for allowing me to give my testimony. My Name is Blossom Kaleo and I am a Paraprofessional. I am now at Sheppard Elementary School coming this fall. I am a member of the Philadelphia Federation of Teachers and a member of the Working Caucus of Educators. Our Union is under contract negotiations. This is my up coming fourth year in working for the School District of Philadelphia. While I love what I do when I work with children and love assisting the teachers I am concerned about how we are paid as Paraprofessionals. I make under \$13,000 a year and have had a second job to make up the difference for rent and other bills. The second job helps to bring up the income to almost \$20,000 a year. I am trying to finish my Masters Degree in becoming a teacher and would also like to know if there is a pathway for us Paras to become certified as Teachers. I see there is a need for it in the District and would like to become one. I would love to stay with the District because I love being able to bring hope to the eyes of Children in Philadelphia. Many of whom struggle with diverse issues. Recently my second job had to be cut due to COVID19 and I am now stretching my dollars out to pay for Bills such as rent, phone transportation food and so forth. I cannot keep living this way. We need more income to survive. I would like a full career as an educator but I can't even finish my Master degree due to Money! We can't pay back our student loans with what we have. I would also like to save more to buy a house as well and thrive in this city but it cannot be done so. We need your help School Board. There are many of us in this position that have stories similar to mine. Please consider Us Paraprofessionals in this. Thank you for your time.

Sent from my iPhone

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## KJR Consulting Contract Testimony

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**From :** Danika Nieves [REDACTED]

Wed, Aug 19, 2020 04:58 PM

**Subject :** KJR Consulting Contract Testimony

**To :** schoolboard@philasd.org

My name is Danika Nieves and I am an English teacher at Kensington CAPA High School. I am urging the board to vote NO on action item 1 - the \$700,000 contract with KJR Consulting for professional development and anti-racism training.

The ongoing commitment of racial justice work requires an approach of both thoughtfulness and intentionality, neither of which are present in the district's proposed contract with KJR Consulting. This work must center the voices of students, staff members, and families. Why does the district refuse to recognize the value of the many professional educators who are already engaged in local racial justice initiatives? Why is it unwilling to compensate its own educators for this work?

Instead, the district is ironically overlooking the knowledge, qualifications, and talent of its own educators and community in favor of a consulting firm based in Boston - a firm whose website boasts a Chief Enthusiasm Officer, a Client Solutions Savant, stock photos of diverse teams, and a client list that includes Coca-Cola and Papa John's. The website sells generic and all-encompassing consulting sessions on "complex business challenges," "organizational development," and "dynamic and multi-faceted solutions." While this firm is clearly adept at selling the snake oil of incomprehensible and meaningless corporate jargon, it does not contain even one specific reference to expertise in anti-racism training, unless you count the firm's offer of sessions that help executives "discover the business case for diversity." Suffice to say, this is not what we need.

Spending hundreds of thousands of dollars to line the pockets of outside consultants for feel-good workshops masquerading as racial justice training is more than just cynical - it's actively counter-productive. District executives get to hug it out in gimmicky workshops while our students, staff, and families receive a message of fleeting intent on the part of their public school district. We need a comprehensive and measurable commitment to *\*substantive\** racial justice work - work that addresses the retention of educators of color, the systemic inequity inherent in high-stakes standardized testing, the racism of practices espoused by district partners like the Relay "Graduate School" of Education, and the development of anti-racist curriculum. Please vote NO on action item 1 so that the district can re-evaluate how it might better convey a real commitment to racial justice. Thank you.

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**Board Testimony**

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**From :** Kathleen Butts [REDACTED]

Wed, Aug 19, 2020 04:28 PM

**Subject :** Board Testimony**To :** schoolboard@philasd.org

WARNING: This message originated from outside the School District of Philadelphia.

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Good afternoon, as both a SDP parent and teacher, I am submitting this as written testimony for the 8/20/20 action meeting. I would like to address three items:

- 1) Vote NO on the contract with KJR Consulting. The SDP has a wealth of experienced professionals in the area of racial equity, and if consultants must be hired for very specific purposes (not half a million dollars worth of outsourcing), we should be working with Philadelphia-based organizations. Furthermore, the bios of KJR's leadership team do not instill confidence that they can provide the innovation and equity-driven expertise that we need in these times. One example of this is their highlighting of DISC profiles, which are an outdated, corporate-based modality and viewed by many as culturally biased.
- 2) Vote YES on endorsing the Black Lives Matter Week of Action. To be frank, a yes vote is long overdue.
- 3) If you have not received them already, insist that the Board of Education be provided with the School Safety Checklists for Reopening (including ventilation reports) that were discussed during the last action meeting. I believe that members of the SDP's leadership team said that these would be available for each and every school by this today's date. Please ask how these checklists will also be made available for all SDP staff and families to review in real time. Given the past debacles with building safety, the current status and on-going progress of these checklists needs to be publicly available and available in multiple languages. This is the first of many steps necessary for us to trust that SDP buildings will be safe to enter when we open for in-person instruction.

Thank you for your consideration,  
Kathleen Butts

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## Written Testimony for August 20th meeting

**From :** Katie Miller [REDACTED]  
**Subject :** Written Testimony for August 20th meeting  
**To :** schoolboard@philasd.org

Tue, Aug 18, 2020 10:23 AM

**WARNING:** This message originated from outside the School District of Philadelphia.  
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Dear School Board members,

My testimony concerns Agenda item 1, Contract with KJR Consulting for Professional Development (\$700,000), and concerns with remote learning for EL students.

**Professional development should promote the development of teachers within the district and their leadership in teaching others.** Training should also promote more teachers to sign up for [Quality Teaching for English Learners \(QTEL\)](#). [OMCP has worked with QTEL](#) which provides 6-12 content and EL teachers long-term training in designing rigorous learning opportunities by using the Quality Teaching for English Language Learners principles, tools, structures and processes in their classroom. QTEL has been a program provided since 2016 through OMCP to support all teachers in incorporating linguistic instruction in content instruction, with 93 teachers participating in a virtual summer institute in 2020, in addition to 242 teachers completing the year-long PD over the previous 4 years. QTEL's support for content teachers' acquisition and application of linguistic knowledge should be promoted as a way to support teachers in meeting EL students' needs. Training for professional development should further promote quality programs such as QTEL that support teacher leadership from within instead of outsourcing professional development.

**Scheduling of and training for EL and classroom teachers' remote instruction need to take into consideration collaboration and co-planning.** In the Spring of 2020, schedules were set by individual teachers and schools and did not take into account EL and bilingual students' needs for extensions of time for assignments, needs for small group learning, extended time for discussion and collaboration, or EL teachers' needs for supporting various groups of learners. Varying levels of support resulted from school and teacher-based implementations of schedules. Schedule formats need to incorporate EL and bilingual teachers' needs for supporting OMCP's recommended time with students based on grade level and EL proficiency level and take into account EL teachers' instructional needs to incorporate small groups, one-on-one support, and [collaboration with classroom teachers' schedules](#). Planning for co-teaching and EL support that supports students' acquisition of academic skills and language within an authentic, general education curriculum needs to be incorporated into the weekly schedule. [Research shows co-teaching](#) integrates students in general education settings with shared responsibility between content and EL teachers, resulting in benefits to students' development of authentic and intentional language acquisition. **The August training for remote learning in the use of online curriculum and scheduling for teachers between all collaborating partners needs to take into account differing schedules based on grade levels and EL designations to provide comprehensive and appropriate remote learning schedules.**

We now have an opportunity to learn from the needs of our students and promising practices to build a stronger remote learning program that takes into account the expertise of teachers, BCA's, counselors, families, administrators and community stakeholders who work directly with the populations for whom we are creating programs.

Thank you for your time in reading my statement, and have a great week.

Best,  
Katie Miller

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Katie Miller  
Philadelphia, PA  
ESL Teacher  
The School District of Philadelphia

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Rory Macdonald  
J R Masterman High School  
08/20/20

Dear Esteemed Members of the Board,

The issue of school policing is very close to my heart, so I appreciate this opportunity to have my input recorded. The “School Resource Officers” which inhabit our buildings are symbols of the police brutality that is one of the most divisive and critical issues in our nation. Perhaps you think there’s no connection between a guard against school shootings and the shocking correlation between racial injustice in our educational and judicial systems. But to know the people who are protesting every week. To see the flood of heartbreak and trauma that surges in police violence cause to our young people. To befriend black boys and girls who don't want to continue at my school because they think it's racist. And then to come to school every morning and be searched by one of those officers is beyond symbolic; it is psychologically tormenting.

Now if you aren’t convinced, I wouldn’t be surprised. An appeal to the emotions of your students of color may not seem like enough to take away the police that are there guarantee their safety; however, the cautious observer of our cities’ affairs would likely know that is not what they do. According to an ACLU report, when suspected of committing the same crimes, black boys are three times more likely to be arrested than their white counterparts. For immigrant students, police presence also increases the risk of deportation for themselves and their family members. Research and the experiences of countless students, educators, and families have taught us that police in schools create a toxic school climate and fuel the school- to-prison pipeline. If supporting the system of mass incarceration that has replaced the plantation economy since reconstruction era America is not enough to convince you of the danger of school policing, then perhaps an account of the actual physical danger created for students of color in our city will be. For example, at Benjamin Franklin High School a young black student attempted to enter the bathroom without a hall pass. He was stopped by a school cop, who when faced with the frustrations of a child who needed to relieve himself, saw no option but to repeatedly punch the young man directly in his face, and even choke him. He then forced the sole witness to delete the footage; we were fortunate enough to have cloud storage to prevent the destruction of evidence by an officer of the law. At some point after the incident there was a school policing complaint system created. I would remind those who take pride in such methods of police reform of incidents like the one at Solis-Cohen Elementary School. On October 20th, 2017, a school police officer was asked to remove an upset third grader from his art class, and subsequently assaulted him in a nearby bathroom. When the parents of this child went to the School District the School Policing Complaint System was not presented as an option for them.

While \$31 million annually goes towards the perpetuation of the prison-industrial complex, and the abuse of third graders, students will continue to be harmed by lead paint(See

Dean Pagan's story from 2018) and threatened by asbestos. While \$31 million goes to school policing, there were just seven certified librarians employed in the Philadelphia School District during the last academic year. While \$31 million dollars employ 349 school cops, students will continue to be hurt and afraid in their own schools. I sincerely hope that you take what I've written here to heart. I have never been targeted, assaulted, or discriminated against by school police; I go to a school with a certified librarian and three very capable guidance counselors. But that does not mean that I will sit by and watch as my fellow students are subjugated and abused by an unfair system and I hope you won't either.

[PSU source for this info](#)

## Written Testimony from Saul PFT Chapter

**From :** A. Schwalb <aschwalb@gmail.com>  
**Subject :** Written Testimony from Saul PFT Chapter  
**To :** schoolboard@philasd.org

Wed, Aug 19, 2020 04:56 PM

**WARNING:** This message originated from outside the School District of Philadelphia.  
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To Dr. Hite and the Board of Education,  
We are PFT members at WB Saul High School, and we support the District's decision to begin the 2020-2021 school year virtually. We know it will be challenging to translate our unique, hands-on, agriculture CTE program to online learning, but we also know that it is the safest option at this time. We stand behind the guidelines set forth by the PFT in terms of transmission rate, positive test rate, and new COVID cases over 14 days for eventual hybrid and in-person reopening, and stress the need for this reopening to occur as a result of epidemiological evidence, and not an arbitrary date. We affirm PFT president Jerry Jordan's testimony on five critical areas of need for Dr. Hite and the BOE to attend to in crafting our online program: technology access, thoughtful curriculum, adequate funding, building remediation, and equity.

As a staff, we also want to express our greatest priorities and concerns for online learning, and any eventual return to physical buildings during the pandemic. This includes concerns that are unique to our school, and ones that are more universal.

As we plan for and engage in virtual learning, our priorities are the following:

- **Stable learning communities and adequate staffing.** We reject any plan that removes students and staff from our school learning community, such as a digital academy. We also call for a **moratorium on leveling** for the 2020-2021 school year. One-time changes in enrollment due to a pandemic and difficulties tracking attendance in an online environment should not become pretexts for separating our school community in the name of cutting costs.
- **Maintenance of facilities, animals, and plants throughout closure so they can be utilized when we go back.** There will be no lambing opportunities for students in 2022 if we do not breed our sheep this school year. There will be no hands on horticulture opportunities if greenhouses are not kept in good working condition and plants do not get watered. Funding, staff time, and outside contractors used for repair and veterinary services must be honored for these programs and facilities in order to ensure future student success.

As we continue to consider what returning to physical school buildings, when it is safe, may look like, we call for the following:

- **A plan for ensuring access to substitute teachers for when we go back to in-person learning.** Most of our regular substitutes are retired teachers who are at increased risk for COVID complications due to their age. Many are thus unlikely to serve as in-person substitutes this year. Without consistent access to substitutes, we will lose our lunch and preparation time to covering for ill and/or quarantined colleagues. This would make it unduly difficult not only to fulfill our normal teaching duties, but also to adapt our curricula to social distancing norms and take on any additional duties that the pandemic requires of our schools.
- **A detailed and rigorous plan for addressing COVID transmission on SEPTA.** Many of our students transfer from local bus routes to a charter bus in order to get to school. This means they are exposed to many different groups of people before packing into a crowded bus with their fellow students. In these conditions, decreasing capacity by a set percentage will not always be enough. Volume for each route must be projected and service accordingly increased to ensure that the CDC recommended 6 feet of social distance can be met. If this is not adequately addressed, the risks

posed by transportation to and from school will counter any social distancing strategies employed in the building.

- **Continued facilities improvements to increase ventilation.** This includes the repair of heating, ventilation, and cooling systems, as well as removing or replacing screens so our windows can open more than just a few inches. While we see the District already implementing protocols around surface cleaning, this alone will not sufficiently mitigate the spread of COVID19 in our school buildings.

- **Consideration and accommodation of the unique social distancing challenges associated with CTE programs and facilities.** Equipment takes up large amounts of space in many of our learning spaces. This includes enclosures for animals in labs and barns, and large ovens and freezers in our teaching kitchen. This must be accounted for in calculations of capacity with enforced social distancing. Our students also share tools. Prior to the pandemic, over a hundred students would share the same class set of work gloves. We will need to purchase additional equipment to minimize sharing, as well as disinfecting supplies for tools which are too expensive to duplicate. **We should receive additional funding to cover these pandemic-related costs, rather than these costs eating up our normal operating budgets.**

- **Direct input from rank and file PFT members,** including teachers, nurses, secretaries, related service providers, and paraprofessionals, in any and all reopening decisions. We also stand in solidarity with members of CASA, SEIU, Unite Here, and unrepresented district staff, and call for their direct inclusion in any and all reopening conversations.

- **School-based parent and community committees** to participate in planning and providing feedback for the District's updated reopening plans. While we recognize that the SDP and the BOE have provided families with district-wide opportunities to provide feedback, we believe that families would be more engaged with the process if there were opportunities to do so in smaller groups. We hope the District will facilitate such committees to provide for direct communication with District decision makers.

Sincerely,

The following PFT members at WB Saul High School, representing a majority of our chapter:

Shannon Adams  
Jane Arbasak  
Lisa Blum  
Elaine Boyce  
Mary Creighton  
Jennifer Disque  
Anita Graham  
Lisa Hennon  
Ann LeCompte  
Jesse Lepkowski  
Theresa Maas-Anger  
Amy Malinowski  
Scott Moser  
James Peterson  
Kelsey Romano  
Emily Rose Cullen  
Christopher Salinas  
Amit Schwalb  
Valerie Simmens  
Emily Simpson  
Gregory Smith  
Julie Steiner  
Waldemar Stepnowski  
Michael Thompson  
Tiffany Turrentine  
Steven Wade  
Thomas Walker  
Rebecca Yacker

With the support of our administrators, CASA members Alexa Dunn and Gabriel Tuffs

Amit Schwalb

Teacher @ [W.B. Saul](#)

Member of [Caucus of WE](#)

he/him/his

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## Table of Contents

- I. It's time for change
- II. Items that need to be addressed
- III. Final Thoughts
- IV. Intervene Tier Update
- V. Watch Tier Update
- VI. Reinforce Tier Update
- VII. Model Tier Update
- VIII. Schools with 0% Achievement
- IX. Middle School Breakdown
- X. 50 High Schools in Philadelphia
- XI. Let's compare notes

I.

## **“It’s Time for change within change”**

This book presents the current results of this administration (7yrs and climbing).

There needs to be a city-wide grade level aptitude test before moving forward.

What about those students that have IEP’s and need IEP’s?

Don’t let Covid-19 and before that asbestos hide the results of a system that doesn’t work.

The data presented in this book is the School District of Philadelphia SPR years from 2017-2019.

The question becomes “Do you believe in the data and the way it was presented Broad of Education?”

## II.

### Items that need to be address

#### 1. Teacher's attendance

- a. Your data shows city-wide poor attendance. With Covid-19 are the teachers, again, going to maneuver the system and not show up on Covid-19 quarantine? Is the teacher going to be isolated from each other in case one test positive, will the others have to self-quarantine?

#### 2. Administration (Principals)

- a. The data shows certain data matrix's like climate and progress could be manipulated to increase the overall SPR of a school with no affect to the achievement levels. When it comes to the teacher's observations who is doing it right, there is a difference in the percentages scale in relationship of your top ten schools and the rest. MMS Rating of Distinguished and MMS Rating of Proficient example: low on the Distinguished and high to the Proficient 0%/100% now with your top 10 schools which also are Special Admits the Distinguished is high and the Proficient is low 70%/30% which is correct and how does this affect the student?

#### 3. School Configuration – does it work? The data says no.

- a. K-8, Middle and High School looking just at the period 2018-2019 you have 143 K-8 which 104 are in the lowest tier 0% to 24%. Middle school, there are 20 which 13 are in the lowest tier 0% to 24% and 6 of the remaining 7 are Special Admits. Where is the access to a quality education there? High Schools there are 54 which 42 are in the lowest tier 0% to 24% including Neighborhood, City-Wide and Special Admits.
- b. The Data shows that this doesn't work, over 50% in every configuration are in your lowest tier and small percentage of the remainders are Special Admits.
- c. There is no checks or balances, from K-8 right into high school doesn't work on a broad scale, the Middle School doesn't work.

- d. Bring back the Junior High School Model, the original model was what all of these schools were design for, K-6, junior high 7,8 and 9 and high school 10,11 and 12. plus the students are still missing out on the buildings that contain swimming pools (4 locations). Stay alert when the time comes for the CSPR you must consider all building groups at the same time. That was not the case prior to Covid-19 excluding High School.
4. Busing what is it go for? (absolutely nothing).
- a. The data shows that all your schools, except for the top 10, the achievement levels are in the same close range. Therefore, the District should force the position of attending your neighborhood school for all groups. Duplicate those overcrowded programs in other High Schools (it doesn't make sense to have a program with up to 1,000 students in one location). Remember, with charter schools, the enrollment is down everywhere. But first the District must clean up who's standing in front of the children/student. If there is no consistency starting with the Teacher and Administration, stop blaming the victim (student) and opening the door for everyone to chaptalized on the dysfunction child through dead end promises.

### III.

#### Final Thoughts

I understand the Covid-19 has put a stop to all of this, but what did you have before it. You had and have a dysfunctional school district covered up by a SPR that painted a picture of improvement. In the past, I have given you a report titled "Achievement vs SPR". Again, I ask, what do you go by? Do you believe in the data? Regardless of how the School District answers you in public or gets back to you in private, the facts still remain you should demand them to do better. How do you have years of 0% of Achievement in schools?

With highlighting Achievement how do you have, 158 schools in your lowest tier (0% to 24%) affecting over 98,000 students. The next group 36 schools (25% to 49%). The next group 12 school (50% to 74%). The last group 10 schools (75% to 100%). If you don't know by now, I focus on Achievement because it contains reading on grade level, proficiency in English, Language Arts and Math. I believe these numbers could not be fudged.

I understand that the issue could be money but when the salaries are met, the daily operations are met (food, transportation security, climate control in regrades to heating and air conditioning, IT and house cleaning along with every department to man and support group) why is the Philadelphia School District after seven years putting out numbers like this in Achievement? Please give the children/student what they deserve and need. Don't choose salaries over safety at this time. Keep the Pre-k and Kindergarten home, correct me if I wrong, there not mandated by law to attend until first grade.

Test all the students. What good is remote learning if the material is advance? Go back to paper instruction where needed to make it far and equal. Take busing out of the picture and enforce the use of neighborhood schools on all levels and areas. At this time put in place a new structure, bring back the Jr. High School (7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>) to be a

check and balances . In 2012 it took a summer to put in place what you have now. I hope this report along with others can help you be a part of the conversation in the decision process. **Thank you for taking the time to read this.**

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## Intervene Tier Update

142 Schools		158 Schools
79,442 Students	/	98,756 Students
(2017-2018)		(2018-2019)

Progress, Climate and Teacher Attendance does affect Achievement

### K-8 Schools

Tier %	0-5 %	6-10%	11-15%	16-20%	21-24%
#of Schools	32/35	24/23	18/23	15/17	8/6

### Middle Schools

Tier %	0-5%	6-10%	11-15%	16-20%	21-24%
#of Schools	5/5	1/3	2/2	0/0	1/2

### High Schools

Tier %	0-5%	6-10%	11-15%	16-20%	21-24%
#of Schools	17/20	1/1	0/0	0/1	0/1

### Special Admit & City-Wide Schools

Tier %	0-5%	6-10%	11-15%	16-20%	21-24%
#of Schools	12/10	3/5	2/1	0/2	1/1

## Page Description

### 2017-2018 / 2018-2019

School Name

Student Population:

Total number of students

Teacher Attendance:

Percentage of Teachers Attending 95% or More of Days

Teacher observation:

% of Teachers Receiving an MMS Rating of Distinguished

% of Teachers Receiving an MMS Rating of Proficient

Distinguished / Proficient

Student Attendance:

% of Students Attending 95% or More of Instructional Days

Climate:

Annual Retention Rate

% of Students with Zero in-School Suspensions

% of Students with Zero out-of-School Suspensions

Student Survey: School Climate Rating (% of most positive responses)

Parent Survey: School Climate Rating (% of most positive responses)

Parent/Guardian Survey: Participation Rate

Progress:

growth towards proficiency on standardized assessments

Achievement:

reading on grade level, proficiency in English, language arts and math

SPR: School Progress Report:

A school's overall score represents its combined performance on the Achievement, Progress,  
Climate

Intervene K-8 Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Southwark K-8	936	55%/59%	14%/86%	68%/68%	80%/84%	88%/89%	11%/19%	62%/65%
Feltonville Inter 3-5	790	55%/49%	0%/100%	52%/56%	79%/81%	86%/63%	7%/8%	61%/53%
Olney K-8	949	57%/52%	16%/81%	54%/53%	56%/62%	94%/86%	23%/22%	61%/58%
Solis-Cohen	1340	64%/59%	0%/100%	55%/51%	81%/82%	75%/17%	23%/24%	61%/39%
Taggart K-8	474	63%/62%	16%/84%	61%/62%	70%/77%	87%/84%	16%/17%	60%/61%
Juniata Acad. K-8	1206	65%/63%	0%/97%	53%/52%	63%/66%	84%/71%	13%/18%	56%/53%
Finletter K-8	835	72%/82%	5%/95%	57%/54%	48%/52%	85%/84%	24%/24%	55%/55%
Allen Ethan K-8	1159	57%/71%	0%/100%	54%/68%	57%/60%	75%/50%	15%/11%	52%/41%
Howe K-5	305	76%/63%	0%/89%	51%/48%	57%/64%	77%/84%	10%/12%	51%/56%
Lea K-8	568	50%/47%	0%/100%	47%/45%	41%/50%	86%/86%	20%/14%	51%/53%
Munuz-Marin K-8	681	59%/49%	0%/98%	35%/50%	42%/66%	92%/12%	4%/4%	51%/26%
Spruance K-8	1508	55%/45%	0%/97%	45%/49%	44%/60%	82%/92%	17%/19%	50%/59%
Rowen K-8	500	60%/56%	0%/100%	48%/49%	59%/74%	65%/24%	16%/16%	49%/37%
Hartranft K-8	571	74%/71%	0%/97%	39%/37%	37%/37%	83%/48%	13%/12%	47%/33%
Hopkinson K-8	1008	58%/62%	0%/96%	37%/40%	39%/42%	88%/90%	5%/9%	47%/50%
Lowell K-4	813	57%/57%	0%/100%	47%/43%	54%/46%	68%/46%	14%/11%	47%/35%
Gompers K-8	372	72%/61%	0%/100%	40%/42%	34%/41%	77%/52%	16%/15%	45%/38%
McClure K-5	739	47%/42%	0%/100%	38%/38%	55%/58%	71%/79%	3%/5%	45%/50%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Stanton K-5	325	55%/61%	16%/84%	54%/48%	57%/64%	61%/78%	16%/20%	45%/56%
Hamilton K-8	575	46%/50%	0%/96%	32%/29%	21%/30%	85%/82%	13%/5%	44%/43%
Houston K-8	378	43%/59%	14%/86%	48%/55%	34%/67%	72%/54%	15%/18%	43%/48%
Morton K-8	658	55%/38%	0%/97%	40%/39%	30%/55%	82%/28%	7%/7%	43%/30%
Ziegler K-8	629	66%/68%	3%/88%	46%/45%	41%/45%	71%/89%	11%/11%	43%/51%
Brown K-6	688	21%/41%	0%/100%	39%/39%	46%/48%	53%/74%	24%/20%	42%/49%
Morrison K-8	811	52%/61%	0%/97%	45%/49%	38%/41%	73%/81%	6%/8%	41%/46%
Prince Hall K-5	586	69%/70%	0%/100%	48%/45%	71%/70%	39%/42%	13%/12%	41%/42%
Day K-8	539	66%/64%	0%/88%	46%/45%	34%/38%	65%/2%	13%/10%	40%/10%
Benj. Franklin K-8	1008	49%/43%	0%/96%	80%/66%	67%/53%	45%/86%	8%/11%	40%/53%
Locke K-8	555	75%/63%	0%/90%	32%/29%	15%/16%	92%/59%	2%/10%	40%/31%
Mitchell K-8	626	61%/45%	15%/85%	33%/30%	16%/17%	87%/71%	4%/8%	40%/35%
Carnell K-5	1063	47%/39%	0%/95%	34%/34%	19%/22%	85%/66%	4%/3%	39%/33%
McMichael K-8	406	77%/69%	4%/93%	37%/34%	26%/40%	67%/23%	16%/11%	39%/25%
Washington Martha K-8	385	74%/72%	3%/93%	42%/42%	43%/44%	57%/52%	14%/16%	39%/39%
Cassidy K-8	513	47%/36%	0%/79%	37%/34%	9%/10%	86%/27%	8%/4%	38%/15%
Rhoades K-8	609	68%/54%	0%/100%	21%/23%	5%/8%	86%/36%	6%/5%	37%/18%
Wright K-5	394	64%/69%	0%/100%	34%/29%	19%/27%	72%/88%	10%/11%	37%/46%
Barry K-8	764	49%/43%	8%/90%	28%/28%	11%/19%	79%/37%	7%/5%	36%/22%
Waring K-8	326	33%/85%	0%/86%	37%/32%	28%/38%	60%/30%	15%/16%	36%/28%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Childs K-8	573	72%/61%	34%/63%	51%/51%	49%/55%	35%/55%	22%/17%	35%/43%
Meade K-8	434	69%/57%	0%/92%	21%/30%	19%/21%	83%/13%	2%/1%	35%/12%
Mifflin K-8	329	57%/75%	0%/100%	49%/53%	52%/67%	39%/88%	14%/22%	35%/61%
Cayuga K-5	523	67%/62%	12%/79%	32%/34%	40%/37%	53%/30%	6%/8%	34%/26%
Ludlow K-8	328	83%/77%	11%/85%	43%/42%	35%/43%	45%/25%	19%/16%	34%/28%
Pennell K-8	476	32%/54%	0%/100%	38%/38%	31%/27%	57%/66%	6%/7%	34%/36%
Taylor K-5	588	70%/69%	0%/97%	25%/32%	41%/42%	56%/81%	0%/4%	34%/45%
Bethune K-8	722	37%/54%	0%/90%	28%/26%	18%/23%	66%/84%	5%/2%	33%/40%
Elwood K-5	340	61%/52%	0%/94%	48%/51%	55%/67%	33%/13%	9%/15%	33%/31%
Girard K-4	476	65%/70%	0%/92%	65%/38%	38%/59%	44%/74%	14%/19%	33%/52%
Logan K-5	350	58%/54%	0%/100%	40%/47%	44%/79%	37%/83%	16%/18%	33%/63%
McKinley K-8	464	53%/63%	0%/100%	37%/35%	46%/42%	43%/56%	7%/10%	33%/38%
Bregy K-8	380	77%/74%	0%/100%	38%/43%	39%/55%	42%/79%	11%/15%	32%/52%
Comegys K-8	566	58%/48%	0%/87%	33%/33%	19%/23%	66%/41%	3%/4%	32%/25%
Duckrey K-8	668	50%/66%	26%/74%	21%/20%	10%/31%	75%/79%	1%/3%	32%/41%
Sheppard K-4	202	74%/59%	7%/93%	22%/28%	37%/39%	56%/57%	0%/4%	31%/33%
Lingelbach K-8	437	57%/48%	0%/96%	52%/48%	56%/62%	23%/28%	14%/17%	30%/35%
Marshall K-8	810	41%/33%	2%/91%	36%/36%	31%/30%	48%/86%	5%/5%	30%/44%
Pennypacker K-7	440	48%/33%	4%/92%	37%/36%	22%/29%	53%/71%	10%/7%	30%/36%
Edmonds K-7	692	60%/45%	0%/94%	53%/48%	46%/48%	25%/8%	16%/8%	29%/19%

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Gideon K-8	300	52%/39%	0%/100%	26%/31%	8%/17%	78%/13%	2%/0%	29%/10%
Morris K-8	292	70%/86%	0%/93%	42%/41%	30%/38%	45%/30%	8%/8%	29%/25%
Patterson K-4	579	49%/70%	0%/97%	50%/59%	59%/89%	19%/0%	13%/12%	29%/31%
Dick K-8	570	74%/90%	0%/100%	29%/29%	20%/31%	54%/37%	2%/4%	28%/25%
Disston K-8	1013	43%/56%	5%/92%	30%/34%	18%/28%	55%/5%	5%/4%	28%/11%
Elkin K-4	873	74%/77%	0%/100%	22%/34%	26%/40%	52%/20%	1%/2%	28%/21%
Emlen K-5	407	64%/56%	18%/82%	43%/45%	51%/64%	16%/0%	19%/19%	28%/26%
Hunter K-8	591	67%/63%	10%/86%	36%/32%	43%/48%	37%/72%	3%/8%	28%/45%
Longstreth K-8	451	63%/57%	0%/85%	37%/37%	17%/26%	56%/84%	2%/6%	28%/42%
Peirce K-5	487	44%/53%	13%/87%	30%/27%	6%/14%	64%/28%	6%/4%	28%/16%
Steel K-8	638	39%/40%	0%/100%	22%/24%	12%/10%	58%/3%	2%/0%	27%/5%
Dr Allen Ethel K-8	532	68%/50%	7%/86%	29%/28%	19%/23%	50%/63%	2%/4%	26%/33%
Brown K-8	490	69%/69%	29%/68%	43%/45%	47%/51%	15%/67%	19%/23%	26%/49%
Bryant K-8	525	41%/34%	0%/89%	37%/23%	25%/18%	41%/13%	8%/4%	26%/12%
Penrose K-8	534	56%/67%	0%/100%	42%/43%	38%/50%	26%/25%	16%/12%	26%/28%
Stearne K-8	597	43%/51%	0%/96%	32%/32%	9%/9%	62%/1%	0%/2%	26%/3%
Spring Garden K-8	307	58%/72%	0%/94%	41%/46%	42%/63%	23%/84%	10%/12%	25%/53%
Webster K-5	846	69%/70%	0%/98%	33%/35%	22%/35%	41%/85%	8%/10%	25%/46%
Overbrook K-8	284	58%/45%	0%/100%	40%/39%	37%/34%	15%/46%	18%/18%	24%/33%
McDaniel K-8	459	22%/34%	0%/100%	34%/30%	24%/8%	42%/18%	2%/3%	24%/10%

School Name	Student pop.	Teacher attdd.	Teacher observation	Student attdd.	Climate	Progress	Achievement	SPR
Potters Thomas K-8	592	82%/73%	17%/81%	30%/30%	27%/38%	37%/61%	1%/4%	23%/36%
Cramp K-5	545	64%/45%	14%/83%	37%/37%	58%/63%	7%/41%	6%/9%	22%/38%
Anderson K-8	526	45%/31%	0%/92%	40%/38%	24%/40%	31%/36%	6%/9%	21%/29%
Catherine K-5	536	53%/53%	0%/100%	49%/46%	49%/62%	0%/39%	20%/12%	21%/38%
Forrest K-6	1293	62%/62%	0%/100%	38%/43%	42%/48%	8%/85%	14%/14%	20%/51%
Kearny K-8	333	66%/65%	5%/95%	36%/37%	21%/43%	28%/36%	10%/13%	20%/32%
McCloskey K-8	391	53%/66%	0%/100%	41%/47%	21%/53%	24%/40%	11%/10%	19%/35%
Sullivan K-5	905	53%/51%	0%/98%	33%/33%	27%/23%	24%/0%	4%/2%	19%/8%
De Burgos K-8	998	63%/55%	2%/96%	26%/25%	30%/42%	15%/5%	2%/2%	16%/15%
Harrington K-8	548	44%/66%	0%/100%	24%/27%	7%/14%	27%/80%	10%/8%	16%/38%
Roosevelt K-8	650	58%/69%	0%/96%	33%/43%	10%/23%	32%/31%	2%/3%	16%/20%
Blaine K-8	492	44%/51%	0%/96%	35%/33%	27%/19%	6%/8%	12%/7%	15%/11%
Welsh K-8	404	54%/56%	0%/95%	33%/42%	30%/44%	13%/27%	4%/5%	15%/25%
Sheridan K-4	736	82%/81%	0%/97%	28%/33%	15%/29%	19%/43%	4%/7%	13%/28%
Blankenburg K-8	490	45%/64%	0%86%	24%/32%	8%/16%	17%/55%	1%/3%	10%/27%
Heston K-8	599	51%/51%	0%/95%	27%/23%	6%/18%	9%/1%	3%/4%	6%/7%
Willard K-4	773	62%/67%	0%/95%	41%/35%	45%/44%	40%/7%	29%/13%	38%/20%
Lamberton K-8	564	35%/52\$	0%/90%	33%/47%	15%/22%	52%/3%	3%/6%	26%/10%
Key K-6	496	58%/54%	7%/93%	61%/59%	95%/91%	75%/83%	11%/13%	61%/64%

School Name	Student pop.	Teacher atttd.	Teacher observation	Student atttd.	Climate	Progress	Achievement	SPR
Dunbar K-8	304	73%/77%	0%/100%	42%/44%	39%/52%	70%/7%	7%/8%	41%/23%
Lawton K-5	858	54%/46%	0%/98%	31%/34%	32%/36%	91%/56%	15%/18%	50%/38%
Kelly, John B K-5	490	58%/62%	3%/97%	37%/32%	26%/18%	44%/49%	9%/11%	28%/28%
Cooke, J K-8	511	65%/67%	7%/70%	32%/31%	21%30%	79%/1%	6%/5%	39%/12%
Kelly, WD K-8	392	33%/48%	0%/93%	27%/30%	8%/20%	33%/0%	11%/4	19%/8%
Kenderton K-8	542	49%/32%	0%/93%	37%/31%	16%/23%	82%/34%	5%/4%	39%/22%

Intervene Middle Schools 5-8 Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
MYA	279	68%/85%	0%/93%	63%/70%	83%/90%	98%/100%	26%/23%	71%/73%
Wilson 6-8	1485	59%/46%	0%/99%	53%/59%	64%/68%	79%/5%	14%/13%	54%/27%
Feltonville Arts & Sci. 6-8	682	68%/44%	3%/97%	53%/63%	68%/90%	73%/40%	2%/3%	50%/44%
Science Leadership Acad 5-7	284	92%/65%	0%/100%	76%/69%	86%/85%	0%/69%	22%/22%	36%/61%
Tilden 5-8	457	50%/42%	0%/88%	54%/51%	33%/49%	66%/62%	2%/2%	36%/40%
Washington Groover Jr 5-8	644	69%/58%	0%/94%	54%/68%	64%/84%	14%/75%	11%/10%	29%/57%
Clemento Roberte 6-8	478	50%/71%	0%/100%	28%/56%	33%/68%	43%/58%	0%/0%	27%/40%
Harding 6-8	912	45%/54%	3%/94%	26%/44%	20%/46%	23%/42%	2%/1%	15%/30%
Meehan 7-8	740	78%/66%	6%/94%	35%/38%	40%/48%	2%/0%	7%/9%	15%/18%
Wagner 6-8	568	65%/56%	0%/91%	42%/54%	35%/65%	4%/77%	1%/1%	13%/50%
Alternative Middle Years at James Martin 6-8 440								
		73%/84%	0%/96%	40%/58%	52%/75%	28%/23%	14%/12%	32%/36%
Penn Treaty 6-8	210	59%/46%	0%/97%	43%/37%	55%/45%	48%/42%	9%/6%	39%/32%

Intervene High School Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Penn Tready	394	59%/46%	0%/97%	44%/37%	62%/60%	51%/29%	5%/2%	36%/26%
Kensington Health	512	64%/64%	0%/96%	27%/38%	53%/62%	45%/19%	4%/1%	31%/21%
Furness	753	72%/75%	0%/100%	38%/32%	61%/56%	30%/51%	4%/4%	26%/34%
George Washington	1530	55%/71%	1%/97%	44%/36%	64%/55%	12%/19%	8%/8%	22%/23%
Kensington CAPA	585	67%/54%	3%/94%	26%/24%	45%/46%	18%/21%	1%/0%	18%/18%
Fels	1118	63%/53%	0%/93%	32%/27%	42%/32%	21%/26%	1%/0%	18%/18%
Lincoln	2038	65%/61%	2%/93%	33%/37%	32%/57%	19%/31%	1%/3%	15%/26%
Roxborough	824	57%/48%	2%/96%	27%/28%	29%/47%	17%/16%	0%/0%	14%/17%
Bartram	683	52%/48%	0%/91%	74%/25%	15%/34%	25%/31%	0%/0%	13%/19%
South Phila.	717	56%/65%	0%/100%	32%/26%	33%/31%	11%/9%	1%/0%	12%/10%
Franklin	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Martin Luther King	708	48%/46%	0%/100%	16%/28%	12%/15%	19%/10%	0%/0%	10%/8%
Edison	1259	68%/66%	6%/90%	19%/17%	9%/18%	12%/9%	0%/0%	8%/8%
Sayre	539	71%/70%	0%/97%	14%/16%	8%/21%	16%/18%	0%/0%	8%/12%
West Phila	501	49%/58%	0%/96%	14%/14%	4%/24%	18%/41%	0%/0%	8%/22%
Strawberry Mason	220	41%/45%	0%/82%	14%/17%	5%/30%	15%/28%	0%/0%	7%/18%
Overbrook	646	43%/56%	0%/88%	16%/12%	3%/11%	14%/13%	0%/0%	7%/8%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Ben Franklin	510	49%/64%	0%/91%	17%/18%	9%/20%	8%/17%	0%/2%	6%/12%
SLA-Beeber	496	79%/73%	36%/64%	76%/66^	85%/84%	54%/47%	33%/23%	55%/50%
Kensington HS	628	69%/77%	8%/89%	25%/19%	18%/42%	10%/13%	0%/0%	8%/15%
Northeast HS	3698	59%/60%	5%/92%	40%/42%	56%/58%	34%/33%	19%/16%	34%/32%
Frankford HS	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Vaux BP HS	258	80%	No Data	21%	40%	23%	0%	19%

Intervene Special Admit and City-Wide High Schools

2017-2018 /2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Lankenau	357	89%/65%	0%/100%	53%/64%	79%/89%	85%/77%	9%/16%	58%/63%
Phila.Mil. Acad.	292	61%/55%	0%/100%	40%/50%	63%/73%	77%/26%	7%/0%	48%/28%
Franklin Learning Ctr	968	52%/50%	4%/96%	58%/49%	82%/70%	54%/70%	21%/20%	48%/52%
Constitution	394	81%/86%	6%/94%	60%/49%	79%/70%	47%/65%	14%/13%	46%/50%
Robenson Paul	323	68%/58%	0%/100%	35%/38%	62%/60%	65%/64%	3%/6%	44%/44%
Saul	497	75%/73%	0%/100%	57%/34%	79%/59%	23%/24%	10%/7%	35%/31%
Motivation	417	54%/64%	0%/71%	68%/78%	82%/83%	23%/39%	3%/8%	30%/38%
The Workshop	258	72%/67%	36%/64%	43%/40%	65%/58%	23%/41%	0%/0%	30%/34%
Swenson	654	80%/69%	7%/91%	47%/45%	73%/72%	21%/26%	12%/9%	31%/34%
Parkway N.W.	277	67%/50%	8%/92%	54%/64%	74%/82%	21%/22%	3%/1%	28%/33%
H.S. of the Future	561	56%/34%	0%/100%	48%/45%	65%/62%	19%/17%	0%/0%	25%/23%
Mastbaum	773	68%/69%	2%/96%	24%/21%	38%/28%	29%/29%	4%/0%	25%/21%
Randolph Tech.	432	64%/60%	0%/100%	42%/22%	58%/37%	24%/32%	0%/0%	25%/22%
Dobbins	724	71%/67%	24%/76%	26%/24%	39%/45%	22%/22%	0%/0%	22%/23%
The Linc	254	61%/61%	0%/100%	28%/18%	45%/40%	25%/17%	0%/0%	22%/16%
The U School	285	61%/68%	18%/82%	95%/15%	66%/20%	12%/18%	0%/0%	23%/13%
Parkway West	335	78%/57%	5%/95%	51%/51%	66%/72%	10%/52%	5%/8%	21%/40%
Building 21	364	50%/45%	0%/89%	24%/30%	21%/55	12%/27%	0%/0%	12%/26%

5

## Watch Tier Update

36 Schools	36 Schools
20,063 Students	22,926 Students
(2017-2018)	/ (2018-2019)

Progress, Climate and Teacher Attendance does affect Achievement

### K-8 Schools

Tier %	25-30 %	31-35%	36-40%	41-45%	46-49%
#of Schools	8/1	8/12	4/5	5/4	1/6

### Middle Schools

Tier %	25-30%	31-35%	36-40%	41-45%	46-49%
#of Schools	1/2	1/0	1/1	0/0	0/0

### High Schools

Tier %	25-30%	31-35%	36-40%	41-45%	46-49%
#of Schools	1/0	3/1	0/2	0/0	3/2

Watch K-8 Update

2017-2018 /2018-2019

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Farrell K-8	1238	60%/57%	3%/97%	67%/65%	75%/75%	91%/81%	27%/31%	67%/64%
Moore K-8	1284	61%/61%	48%/52%	54%/52%	85%/87%	79%/63%	33%/36%	67%/62%
Overbrook Ed. K-8	297	81%/75%	8%/92%	59%/74%	83%/95%	80%/73%	31%/34%	66%/68%
Fell K-8	619	67%/51%	50%/50%	59%/56%	64%/67%	83%/97%	44%/47%	65%/72%
Rhawnhurst K-5	703	81%/74%	18%/82%	68%/57%	92%/82%	62%/19%	39%/39%	64%/44%
Vare at Washington	393	67%/71%	7%/93%	57%/60%	64%/74%	88%/91%	30%/35%	63%/68%
Alexander Adaire K-8	456	96%/80%	19%/81%	68%/69%	89%/90%	57%/40%	36%/42%	61%/60%
Shawmont K-8	508	66%/68%	20%/80%	55%/60%	57%/82%	86%/62%	33%/31%	61%/59%
Kirkbride K-8	571	82%/63%	16%/81%	75%/79%	89%/94%	52%/64%	42%/44%	60%/67%
Jackson K-8	607	75%/60%	0%/100%	63%/63%	72%/74%	76%/70%	25%/39%	59%/64%
Bridesburg K-8	829	59%/67%	4%/96%	45%/48%	59%/63%	75%/62%	35%/41%	58%/56%
Holme K-8	669	76%/74%	0%/97%	53%/48%	70%/65%	52%/88%	41%/47%	54%/68%
Jenk/Arts K-8	532	73%/61%	0%/100%	66%/71%	80%/88%	48%/44%	31%/38%	53%/56%
Hackett K-8	386	76%/79%	0%/100%	47%/51%	80%/84%	37%/69%	41%/46%	52%/67%
Pollack K-6	717	44%/51%	3%/89%	49%/45%	53%/62%	65%/80%	34%/35%	52%/60%
Arthur K-8	284	57%/48%	10%/90%	55%/50%	64%/64%	55%/0%	33%/35%	51%/34%
Fox Chase K-5	531	65%/47%	3%/97%	55%/53%	90%/86%	16%/54%	38%/45%	46%/61%
Dobson K-8	283	74%/68%	0%/95%	50%/53%	58%/63%	41%/60%	34%/39%	45%/55%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Fitzpatrick K-8	896	59%/58%	0%/100%	46%/49%	50%/62%	46%/82%	27%/31%	41%/60%
Bache-Martin K-8	494	70%/70%	0%/100%	47%/53%	53%/64%	39%/77%	30%/31%	40%/58%
Richmond K-5	587	79%/85%	3%/97%	39%/45%	38%/71%	46%/24%	29%/35%	38%/42%
Nebinger K-8	500	53%/43%	0%/100%	59%/64%	70%/83%	15%/90%	29%/47%	36%/74%
Moffet K-5	327	73%/54%	5%/95%	55%/57%	81%/91%	45%/77%	23%/34%	50%/69%
Cook-Wissahickon K-8	503	61%/44%	0%/93%	57%/60%	67%/67%	2%/56%	23%/31%	29%/52%
Sharswood K-8	553	79%/68%	31%/69%	49%/48%	53%/65%	96%/85%	24%/30%	61%/62%
Decatur K-8	1042	71%/79%	5%/95%	55%/54%	69%/72%	31%/59%	41%/47%	46%/59%
Hancock Demonstration K-8	817	72%/73%	14%/86%	51%/52%	66%/70%	73%/86%	50%/47%	64%/69%
Mayfair K-8	2117	69%/73%	5%/95%	60%/72%	68%/87%	52%/78%	31%/34%	50%/67%

Watch Middle Schools Update

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Hill-Freeman Wrld. Acad.	291	63%/62%	5%/93%	81%/84%	87%/92%	37%/23%	40%/38%	54%/49%
Conwell Russell 5-8	372	76%/86%	13%/81%	42%/66%	72%/84%	28%/62%	31%/29%	43%/59%
Acad. Mid. Yrs at Northwest 6-8		89%65%	0%/100%	68%/70%	88%/93%	85%/29%	28%/29%	69%/49%

Watch High Schools Update

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Phila. H.S. for Girls	856	63%/47%	63%/38%	61%/53%	85%/69%	85%/84%	48%/46%	61%/61%
CAPA	751	63%/69%	12%/79%	82%/75%	93%/87%	35%/27%	46%/32%	55%/46%
Arts Acad. at Benj. Rush	621	76%/87%	20%/80%	68%/68%	86%/92%	27%/32%	46%/49%	52%/56%
Bodine	541	75%/70%	42%/58%	64%/60%	88%/83%	29%/48%	29%/48%	46%/55%
Hill-Freeman Wrld.	422	63%/62%	5%/93%	69%/64%	86%/86%	43%/68%	33%/38%	50%/58% (SA)
Acad.								

6

## Reinforce Tier Update

11 Schools	12 Schools
7,914 Students	8,495 Students
(2017-2018)	(2018-2019)

Progress, Climate and Teacher Attendance does affect Achievement

### K-8 Schools

Tier %	50-55 %	56-60%	61-65%	66-70%	71-74%
#of Schools	1/1	0/0	1/2	2/2	1/2

### Middle Schools

Tier %	50-55%	56-60%	61-65%	66-70%	71-74%
#of Schools	1/1	0/0	0/0	0/0	1/0

### High Schools

Tier %	50-55%	56-60%	61-65%	66-70%	71-74%
#of Schools	0/3	1/1	1/0	1/0	1/0

# Reinforce Update

2017-2018 / 2018-2019

## K-8

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Loesche K-5	957	61%/44%	27%/73%	60%/56%	94%/90%	94%/86%	56%/62%	82%/80%
McCall K-8	740	69%/76%	19%/79%	86%/84%	88%/93%	85%/97%	69%/74%	81%/89%
Comly K-5	553	72%/62%	71%/29%	54%/60%	90%/97%	86%/45%	65%/68%	80%/68%
Frank K-5	1429	65%/65%	35%/65%	66%/68%	93%/91%	73%/82%	68%/72%	78%/82%
Powell	257	76%/50%	0%/100%	60%/72%	91%/95%	42%/11%	49%/62	60%/53%
Crossan K-8	363	81%/70%	0%/100%	57%/61%	66%/92%	80%/57%	44%/50%	65%/66%
Jenks, Abram K-5	292	67%/63%	0%/100%	77%/75%	85%/98%	59%/62%	65%/70%	69%/76%

## Middle School

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Baldi 6-8	1569	74%/69%	47%/53%	59%/69%	78%/89%	87%/96%	53%/52%	74%/80%

## High Schools

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Acad. at Polumbo	1066	80%/90%	43%/57%	74%/68%	93%/93%	68%/68%	66%/51%	74%/69%
Girard Acad. Music	264	68%/66%	37%/63%	63%/69%	82%/87%	60%/64%	62%/59%	68%/70%
Science Leadership Acad. C.C.		66%/81%	23%/73%	70%/65%	93%/89%	49%/29%	59%/55%	65%/57%
Parkway C.C.	499	72%/65%	17%/83%	55%/51%	75%/72%	73%/58%	34%/50%	61%/61%

7

## Model Tier Update

6 Schools	10 Schools
5,403 Students	7,603 Students
(2017-2018)	/ (2018-2019)

Progress, Climate and Teacher Attendance does affect Achievement

### K-8 Schools

Tier %	75-80 %	81-85%	86-90%	91-95%	96-100%
#of Schools	1/2	3/2	0/0	0/0	0/0

### Middle Schools

Tier %	75-80%	81-85%	86-90%	91-95%	96-100%
#of Schools	0/1	0/1	0/0	0/0	0/1

### High Schools

Tier %	75-80%	81-85%	86-90%	91-95%	96-100%
#of Schools	0/1	0/0	0/0	0/0	2/2

Model Update

2017-2018 / 2018-2019

K-8

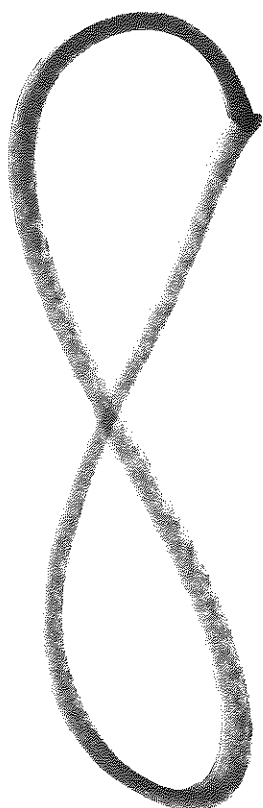
School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Greenburg K-8	838	76%/76%	71%/29%	80%/81%	89%/97%	97%/91%	82%/80%	90%/89%
Penn Alexander K-8	581	79%/80%	93%/7%	90%/85%	90%/97%	85%/90%	85%/85%	87%/90%
Greenfield K-8	676	55%/63%	36%/64%	80%/82%	94%/96%	82%/90%	74%/78%	83%/88%
Meredith K-8	583	68%/74%	65%/35%	79%/81%	97%/98%	52%/85%	81%/83%	75%/89%

Middle Schools

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Masterman Julia R	751	73%/69%	70%/30%	93%/90%	96%/96%	13%/52%	98%/98%	64%/80%
Girard Acad.Music	364	68%/66%	37%/63%	79%/79%	95%/85%	84%/16%	84%/83%	87%/61%
H.S. of Engr. & Sci.	120	85%/83%	74%/26%	87%/85%	96%/95%	86%/44%	73%/75%	85%/69%

High Schools

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Central High School	2405	82%/81%	62%/38%	85%/86%	91%/90%	97%/71%	96%/95%	95%/85%
Masterman	463	73%/69%	70%/30%	92%/87%	92%/88%	51%/54%	100%/100%	78%/78%
Engineer & Science	822	85%/83%	74%/26%	77%/77%	92%/92%	84%/76%	72%/75%	82%/80%



## Schools with 0% Achievement after two report periods

(2017-2018/2018-2019)

(programs from 2014-2015 to present)

### K-8 Schools

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Gideon K-8	300	52%/39%	0%/100%	26%/31%	8%/17%	78%/13%	2%/0%	29%/10%
Steel K-8	638	39%/40%	0%/100%	22%/24%	12%/10%	58%/3%	2%/0%	27%/5%

### Middle Schools

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Clemento Roberte 6-8	478	50%/71%	0%/100%	28%/56%	33%/68%	43%/58%	0%/0%	27%/40%

### High Schools

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Kensington CAPA	585	67%/54%	3%/94%	26%/24%	45%/46%	18%/21%	1%/0%	18%/18%
Kensington HS	628	69%/77%	8%/89%	25%/19%	18%/42%	10%/13%	0%/0%	8%/15%
Fels	1118	63%/53%	0%/93%	32%/27%	42%/32%	21%/26%	1%/0%	18%/18%
Roxborough	824	57%/48%	2%/96%	27%/28%	29%/47%	17%/16%	0%/0%	14%/17%
Bartram	683	52%/48%	0%/91%	74%/25%	15%/34%	25%/31%	0%/0%	13%/19%
South Phila.	717	56%/65%	0%/100%	32%/26%	33%/31%	11%/9%	1%/0%	12%/10%
Franklin	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Martin Luther King 708		48%/46%	0%/100%	16%/28%	12%/15%	19%/10%	0%/0%	10%/8%
Edison	1259	68%/66%	6%/90%	19%/17%	9%/18%	12%/9%	0%/0%	8%/8%
Sayre	539	71%/70%	0%/97%	14%/16%	8%/21%	16%/18%	0%/0%	8%/12%
West Phila	501	49%/58%	0%/96%	14%/14%	4%/24%	18%/41%	0%/0%	8%/22%
Strawberry Mason 220		41%/45%	0%/82%	14%/17%	5%/30%	15%/28%	0%/0%	7%/18%
Overbrook	646	43%/56%	0%/88%	16%/12%	3%/11%	14%/13%	0%/0%	7%/8%
Frankford HS	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Vaux BP HS	258	80%	No Data	21%	40%	23%	0%	19%

### City-Wide High Schools

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Phila.Mil. Acad.	292	61%/55%	0%/100%	40%/50%	63%/73%	77%/26%	7%/0%	48%/28%
The Workshop	258	72%/67%	36%/64%	43%/40%	65%/58%	23%/41%	0%/0%	30%/34%
H.S. of the Future	561	56%/34%	0%/100%	48%/45%	65%/62%	19%/17%	0%/0%	25%/23%
Mastbaum	773	68%/69%	2%/96%	24%/21%	38%/28%	29%/29%	4%/0%	25%/21%
Randolph Tech.	432	64%/60%	0%/100%	42%/22%	58%/37%	24%/32%	0%/0%	25%/22%
Dobbins	724	71%/67%	24%/76%	26%/24%	39%/45%	22%/22%	0%/0%	22%/23%
The Linc	254	61%/61%	0%/100%	28%/18%	45%/40%	25%/17%	0%/0%	22%/16%
The U School	285	61%/68%	18%/82%	95%/15%	66%/20%	12%/18%	0%/0%	23%/13%
Building 21	364	50%/45%	0%/89%	24%/30%	21%/55	12%/27%	0%/0%	12%/26%

9

## Middle Schools Break down

Intervene Middle Schools 5-8 Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Wilson 6-8	1485	59%/46%	0%/99%	53%/59%	64%/68%	79%/5%	14%/13%	54%/27%
MYA	279	68%/85%	0%/93%	63%/70%	83%/90%	98%/100%	26%/23%	71%/73% (SA)
Feltonville Arts & Sci. 6-8	682	68%/44%	3%/97%	53%/63%	68%/90%	73%/40%	2%/3%	50%/44%
Science Leadership Acad 5-7	284	92%/65%	0%/100%	76%/69%	86%/85%	0%/69%	22%/22%	36%/61% (SA)
Tilden 5-8	457	50%/42%	0%/88%	54%/51%	33%/49%	66%/62%	2%/2%	36%/40%
Washington Groover Jr 5-8	644	69%/58%	0%/94%	54%/68%	64%/84%	14%/75%	11%/10%	29%/57%
Clemento Roberte 6-8	478	50%/71%	0%/100%	28%/56%	33%/68%	43%/58%	0%/0%	27%/40%
Harding 6-8	912	45%/54%	3%/94%	26%/44%	20%/46%	23%/42%	2%/1%	15%/30%
Meehan 7-8	740	78%/66%	6%/94%	35%/38%	40%/48%	2%/0%	7%/9%	15%/18%
Wagner 6-8	568	65%/56%	0%/91%	42%/54%	35%/65%	4%/77%	1%/1%	13%/50%
Alternative Middle Years at James Martin 6-8 440								
		73%/84%	0%/96%	40%/58%	52%/75%	28%/23%	14%/12%	32%/36% (SA)
Memphis St. Acc. Charter at Jones 5-8	860		No Data	31%/28%	31%/48%	86%/57%	2%/1%	43%/37%
Penn Treaty 6-8	210	59%/46%	0%/97%	43%/37%	55%/45%	48%/42%	9%/6%	39%/32%

Watch Middle Schools Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Hill-Freeman Wrld. Acad.291		63%/62%	5%/93%	81%/84%	87%/92%	37%/23%	40%/38%	54%/49% (SA)
Conwell Russell 5-8	372	76%/86%	13%/81%	42%/66%	72%/84%	28%/62%	31%/29%	43%/59% (SA)
Acad. Mid. Yrs at Northwest 6-8		89%65%	0%/100%	68%/70%	88%/93%	85%/29%	28%/29%	69%/49% (SA)

329

Reinforce Middle School Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Baldi 6-8	1569	74%/69%	47%/53%	59%/69%	78%/89%	87%/96%	53%/52%	74%/80%

Model Middle School Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Masterman Julia R 751		73%/69%	70%/30%	93%/90%	96%/96%	13%/52%	98%/98%	64%/80% (SA)
Girard Acad.Music 364		68%/66%	37%/63%	79%/79%	95%/85%	84%/16%	84%/83%	87%/61% (SA)
H.S. of Engr. & Sci. 120		85%/83%	74%/26%	87%/85%	96%/95%	86%/44%	73%/75%	85%/69% (SA)

10

## 50 High Schools in Philadelphia

### last two report periods

Intervene High School Update

2017-2018 / 2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Northeast	3698	59%/60%	5%/92%	40%/42%	56%/58%	34%/33%	19%/16%	34%/32%
Penn Tready	394	59%/46%	0%/97%	44%/37%	62%/60%	51%/29%	5%/2%	36%/26%
Kensington Health	512	64%/64%	0%/96%	27%/38%	53%/62%	45%/19%	4%/1%	31%/21%
Furness	753	72%/75%	0%/100%	38%/32%	61%/56%	30%/51%	4%/4%	26%/34%
George Washington	1530	55%/71%	1%/97%	44%/36%	64%/55%	12%/19%	8%/8%	22%/23%
Kensington CAPA	585	67%/54%	3%/94%	26%/24%	45%/46%	18%/21%	1%/0%	18%/18%
Fels	1118	63%/53%	0%/93%	32%/27%	42%/32%	21%/26%	1%/0%	18%/18%
Lincoln	2038	65%/61%	2%/93%	33%/37%	32%/57%	19%/31%	1%/3%	15%/26%
Roxborough	824	57%/48%	2%/96%	27%/28%	29%/47%	17%/16%	0%/0%	14%/17%
Bartram	683	52%/48%	0%/91%	74%/25%	15%/34%	25%/31%	0%/0%	13%/19%
South Phila.	717	56%/65%	0%/100%	32%/26%	33%/31%	11%/9%	1%/0%	12%/10%
Frankford	1120	71%/58%	0%/98%	21%/21%	24%/25%	15%/15%	0%/0%	12%/11%
Martin Luther King	708	48%/46%	0%/100%	16%/28%	12%/15%	19%/10%	0%/0%	10%/8%
Edison	1259	68%/66%	6%/90%	19%/17%	9%/18%	12%/9%	0%/0%	8%/8%
Sayre	539	71%/70%	0%/97%	14%/16%	8%/21%	16%/18%	0%/0%	8%/12%

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
West Phila	501	49%/58%	0%/96%	14%/14%	4%/24%	18%/41%	0%/0%	8%/22%
Strawberry Mason	220	41%/45%	0%/82%	14%/17%	5%/30%	15%/28%	0%/0%	7%/18%
Overbrook	646	43%/56%	0%/88%	16%/12%	3%/11%	14%/13%	0%/0%	7%/8%
Ben Franklin	510	49%/64%	0%/91%	17%/18%	9%/20%	8%/17%	0%/2%	6%/12%

Walton High Schools Update

(2017-2018/2018-2019)

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Phila. H.S. for Girls	856	63%/47%	63%/38%	61%/53%	85%/69%	85%/84%	48%/46%	61%/61% (SA)
CAPA	751	63%/69%	12%/79%	82%/75%	93%/87%	35%/27%	46%/32%	55%/46% (SA)
Arts Acad. at Benj. Rush	621	76%/87%	20%/80%	68%/68%	86%/92%	27%/32%	46%/49%	52%/56% (SA)
Bodine	541	75%/70%	42%/58%	64%/60%	88%/83%	29%/48%	29%/48%	46%/55% (SA)
Hill-Freeman Wrlid.	422	63%/62%	5%/93%	69%/64%	86%/86%	43%/68%	33%/38%	50%/58% (SA)

Acad.

Reinforce High Schools

(2017-2018/2018-2019)

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Acad. at Polumbo	1066	80%/90%	43%/57%	74%/68%	93%/93%	68%/68%	66%/51%	74%/69% (SA)
Girard Acad. Music	264	68%/66%	37%/63%	63%/69%	82%/87%	60%/64%	62%/59%	68%/70% (SA)
Science Leadership Acad. C.C.		66%/81%	23%/73%	70%/65%	93%/89%	49%/29%	59%/55%	65%/57% (SA)
Parkway C.C.	499	72%/65%	17%/83%	55%/51%	75%/72%	73%/58%	34%/50%	61%/61% (SA)

Model High Schools

(2017-2018/2018-2019)

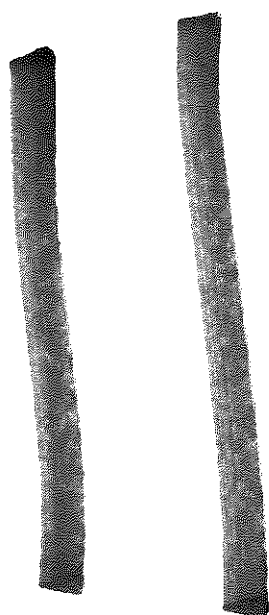
School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Central High School	2405	82%/81%	62%/38%	85%/86%	91%/90%	97%/71%	96%/95%	95%/85% (SA)
Masterman	463	73%/69%	70%/30%	92%/87%	92%/88%	51%/54%	100%/100%	78%/78% (SA)
Engineer & Science	822	85%/83%	74%/26%	77%/77%	92%/92%	84%/76%	72%/75%	82%/80% (SA)

Special Admit and City-Wide High Schools

2017-2018 /2018-2019

School Name	Student pop.	Teacher attd.	Teacher observation	Student attd.	Climate	Progress	Achievement	SPR
Lankenau	357	89%/65%	0%/100%	53%/64%	79%/89%	85%/77%	9%/16%	58%/63% (SA)
Phila.Mil. Acad.	292	61%/55%	0%/100%	40%/50%	63%/73%	77%/26%	7%/0%	48%/28% (CW)
Franklin Learning Ctr	968	52%/50%	4%/96%	58%/49%	82%/70%	54%/70%	21%/20%	48%/52% (SA)
SLA-Beeber	496	79%/73%	36%/64%	76%/66^	85%/84%	54%/47%	33%/23%	55%/50% (SA)
Constitution	394	81%/86%	6%/94%	60%/49%	79%/70%	47%/65%	14%/13%	46%/50% (CW)

School Name	Student pop.	Teacher att'd.	Teacher observation	Student att'd.	Climate	Progress	Achievement	SPR
Roberson Paul	323	68%/58%	0%/100%	35%/38%	62%/60%	65%/64%	3%/6%	44%/44% (CW)
Saul	497	75%/73%	0%/100%	57%/34%	79%/59%	23%/24%	10%/7%	35%/31% (SA)
Motivation	417	54%/64%	0%/71%	68%/78%	82%/83%	23%/39%	3%/8%	30%/38% (SA)
The Workshop	258	72%/67%	36%/64%	43%/40%	65%/58%	23%/41%	0%/0%	30%/34% (CW)
Swenson	654	80%/69%	7%/91%	47%/45%	73%/72%	21%/26%	12%/9%	31%/34% (CW)
Parkway N.W.	277	67%/50%	8%/92%	54%/64%	74%/82%	21%/22%	3%/1%	28%/33% (SA)
H.S. of the Future	561	56%/34%	0%/100%	48%/45%	65%/62%	19%/17%	0%/0%	25%/23% (CW)
Mastbaum	773	68%/69%	2%/96%	24%/21%	38%/28%	29%/29%	4%/0%	25%/21% (CW)
Randolph Tech.	432	64%/60%	0%/100%	42%/22%	58%/37%	24%/32%	0%/0%	25%/22% (CW)
Dobbins	724	71%/67%	24%/76%	26%/24%	39%/45%	22%/22%	0%/0%	22%/23% (CW)
The Linc	254	61%/61%	0%/100%	28%/18%	45%/40%	25%/17%	0%/0%	22%/16% (CW)
The U School	285	61%/68%	18%/82%	95%/15%	66%/20%	12%/18%	0%/0%	23%/13% (CW)
Parkway West	335	78%/57%	5%/95%	51%/51%	66%/72%	10%/52%	5%/8%	21%/40% (SA)
Building 21	364	50%/45%	0%/89%	24%/30%	21%/55	12%/27%	0%/0%	12%/26% (CW)



## Let's Compare Notes

### 1. Intervene Tier Update

- a. It's a comparison of the last two report periods 2017-2018 and 2018-2019 separated by a back slash. It shows the number of schools and the number of students it has affected in that report period. It also shows the grade configuration, tier percentage and the number of schools as it relates to the tier percentage, (ranging from 0% to 24%). Within the tier update is a page description explaining the columns of each school and the back slash divides the two report periods. The pages that follow are the schools that represent the tier.

### 2. Watch Tier Update

- a. It's a comparison of the last two report periods 2017-2018 and 2018-2019 separated by a back slash. It shows the number of schools and the number of students it has affected in that report period. It also shows the grade configuration, tier percentage and the number of schools as it relates to the tier percentage, (ranging from 25% to 49%). Within the tier update is a page description explaining the columns of each school and the back slash divides the two report periods. The pages that follow are the schools that represent the tier.

### 3. Reinforce Tier Update

- a. It's a comparison of the last two report periods 2017-2018 and 2018-2019 separated by a back slash. It shows the number of schools and the number of students it has affected in that report period. It also shows the grade configuration, tier percentage and the number of schools as it relates to the tier percentage, (ranging from 50% to 74%). Within the tier update is a page description explaining the columns of each school and the back slash divides the two report periods. The pages that follow are the schools that represent the tier.

### 4. Model Tier Update

- a. It's a comparison of the last two report periods 2017-2018 and 2018-2019 separated by a back slash. It shows the number of schools and

the number of students it has affected in that report period. It also shows the grade configuration, tier percentage and the number of schools as it relates to the tier percentage, (ranging from 74% to 100%). Within the tier update is a page description explaining the columns of each school and the back slash divides the two report periods. The pages that follow are the schools that represent the tier.

5. Schools with 0% Achievement

- a. What is going on in these schools when the Achievement outcome is 0% out of 100%?
- b. There are 21 High Schools with 0% and if you search future some schools have had 0% for four years.
- c. Image the number of feeder schools to these locations
- d. Graduating from a school with 0% Achievement while highlighting a few accomplishments is a disservice to the rest of the school population with 0% Achievement.

6. Middle Schools Breakdown

- a. There are 20 Middle Schools
- b. Achievement Levels

- i. Intervene 0% to 24% which affected 13 schools here are there percentages 0%, 1%, 1%, 1%, 2%, 3%, 6%, 9%, 10%, 12%, 13%, 22% and 23
- ii. Watch 25% to 49% which affected 3 schools here are there percentages 29%, 29% and 38% these are Special Admits
- iii. Reinforce 50% to 74% which affected 1 school here is there percentage 52%
- iv. Model 75% to 100% which affected 3 schools here are there percentages 75%, 83% and 98% these are Special Admits
- v. Looking at the achievement levels breakdown here is another avenue of failure feeding your High Schools with the only exceptions being the 7 and 6 of them are Special Admit

7. 50 High Schools in Philadelphia

- a. 19 Neighborhood High Schools Achievement Levels
  - i. 12 schools at 0% (how is this possible) 1%, 2%, 2%, 3%, 4%, 8% and 16% all at the Intervene level

- ii. Watch 25% to 49% which affected 5 schools all are Special Admit 32%, 38%, 46%, 48% and 49%
  - iii. Reinforce 50% to 74% which affected 4 schools all are Special Admit 50%, 51%, 55% and 59%
  - iv. Model 75% to 100% which affected 3 schools all are Special Admit 75%, 95% and 100% (how do you get 100% with student attendance at 87% and teacher attendance at 69%?)
  - v. Special Admits and City-Wide High Schools
    - 1. Special Admits there are 7 schools that their Achievement levels are in the Intervene level they are 1%, 7%, 8%, 8%, 16%, 20% and 23%
    - 2. City Wide there are 12 schools that their Achievement levels are in the Intervene level they are 9 schools with 0%, 6%, 9% and 13%
- b. 38 schools out of 50 schools are in your lowest tier Intervene these schools are located throughout the city no isolated pockets.